

Training workshop on research to inform agricultural and food security policy and practice in Kenya

February 19–21, 2018

ILRI campus, Nairobi

Workshop proceedings



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Patron: Professor Peter C Doherty AC, FAA, FRS

Animal scientist, Nobel Prize Laureate for Physiology or Medicine—1996

Box 30709, Nairobi 00100 Kenya

Phone +254 20 422 3000

Fax +254 20 422 3001

Email ilri-kenya@cgiar.org

ilri.org

better lives through livestock

ILRI is a CGIAR research centre

Box 5689, Addis Ababa, Ethiopia

Phone +251 11 617 2000

Fax +251 11 667 6923

Email ilri-ethiopia@cgiar.org

ILRI has offices in East Africa • South Asia • Southeast and East Asia • Southern Africa • West Africa

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Introduction

The International Livestock Research Institute (ILRI) and the Swedish *AgriFoSe2030* program, organized a three-day training workshop titled “Research to inform agricultural and food security policy and practice in Kenya” at ILRI Campus, Nairobi on 19–21 February 2018. The workshop targeted Kenyan researchers who recently attained PhD qualifications and are working on agriculture and food security issues. A total of eleven (11) participants (7 men and 4 women) from different Universities and research organizations in Kenya namely: University of Nairobi, University of Eldoret, Embu University, Chuka University and Kenya Agricultural and Livestock Research Organization (KARLO) participated in the workshop.

The three-day training workshop, led by facilitators from local universities and ILRI, gave participants an opportunity to deepen their understanding and skills in the following areas:

- Concepts in agriculture and food security sectors;
- Performance of agriculture and food security sectors in Kenya;
- Agricultural policy making process in Kenya;
- The role of evidence in policy making;
- Existing opportunities for policy dialogue in Kenya;
- How to inform policy from a policy makers perspective;
- Communication skills; and
- Use of the world wide web in research.

After introductions of the workshop participants, Magnus Jirström of Lund University gave a brief overview of *AgriFose2030* activities and progress to date. He described the role of *AgriFose2030* in contributing to sustainable intensification of agriculture for increased food production. He also said that *AgriFose2030* aims at using science to support better policies and improved practises within the agricultural sector.

In his opening remarks, Steve Staal described the role of ILRI/ReSAKSS in supporting the implementation and monitoring and evaluation of the Comprehensive Africa Agriculture Development Programme (CAADP) with data, analysis, and tools for decision making. He emphasized the importance of increasing awareness in the critical areas of agricultural development and the role of research evidence in influencing policy. Joseph Karugia highlighted the objectives of the training workshop indicating that the main purpose of the workshop was to enhance the capacity of participants to undertake policy relevant research and analysis and disseminate their work to the policy making community. He noted that the workshop would be interactive and the sessions would cover the following topics: understanding key concepts in policy; key policy issues in agriculture and food security sectors in Kenya; understanding the policy making process in Kenya and opportunities to engage; and technical writing and policy communication.

Session I: Key concepts in agriculture and food security with focus on policy

The session was facilitated by Paul Guthiga. He first started by giving the definition of policy, public policy as well as the characteristics of public policy. He went ahead to outline the key elements of policy and the relationship between policy and politics. The presentation also dwelt on why policies are

needed. He mentioned that policies are needed because of market failure. Some of the causes of market failure include:

- Existence of monopolies or oligopolies
- Imperfect information
- Existence of externalities
- Inability of the private sector to provide public or collective goods
- Barriers to entry or exit

The presenter also gave an overview of the role of agriculture in structural transformation and the transition process involved. The last bit of the presentation was about food security. He defined food security and gave an overview of food security pillars as well as the causes of food insecurity. (See annex for detailed presentation).

Session 2: Performance of agriculture and food security sectors in Kenya: policies that underpin performance

The presentation was made by Stephen Wambugu from Chuka University. The presentation sought to address the following questions:

- Which are some of the key agriculture and food sector performance indicators?
- Which are some of the key policies that Kenya has implemented in the agriculture sector?
- Do you think there is a linkage between policies pursued and agriculture performance?

The presenter mentioned that agriculture is key to food security and agriculture sector performance has a strong correlation with the performance of the overall economy. He highlighted the policies which have been pursued in the agriculture sector since 1963 to date, including other important policy decisions. The presenter also provided a linkage between the key policies and agriculture performance.

From the presentation, the following conclusions were made:

- Kenya's agricultural performance since independence shows mixed trends.
- Several indicators are used to depict the performance of agriculture and food sectors.
- Performance has been good in some years but not so good in others.
- Several policies formulated and implemented have been responsible for these mixed performance.
- Agriculture is key to the attainment of SDG 1 and 2
- More effort is needed in the agricultural and food sectors if Kenya is to overcome the recurrent agricultural and food crises.
- Opportunities exist for workshop participants to carry out agricultural policy research. (See annex for detailed presentation).

Session 3: Agricultural policy making process in Kenya—principles and realities

This session was facilitated by Willis Kosura. He started by giving the context of agricultural policy making in Kenya and the functions of various levels of government as stipulated in law with an illustration of the Kenya policy implementation map. The presentation centered on the steps of policy analysis, understanding the policy processes, conventional view of policymaking, the policy process model, policy narratives, political interest, concept of policy space as well as communication and packaging. The presenter emphasized the following innovative approach to policy making:

- Forward looking
 - Outward looking
 - Innovative, flexible and creative
 - Evidence based
 - Inclusive
 - Integrated
 - Monitored and reviewed
 - Act on lessons learnt (proactive)
- (See annex for detailed presentation.)

Session 4: The role of evidence in policy making with case studies

The presentation was facilitated by Mohammed Said. It involved demonstrating the role of evidence in policy making using case studies. He used the Kenya Wildlife Conservation and Management Strategy to demonstrate this. He started by explaining the need for a strategy and used the example of Kenya Wildlife Conservation and Management Strategy to demonstrate the role of scientific evidence. The purpose of the Kenya Wildlife Conservation and Management Strategy was to:

- Provide a long-term vision for conservation, with priorities and clear action plans for 5 years;
- Provide a framework for implementing wildlife conservation;
- Set targets and impact pathways
- Outline measures of success – through monitoring and learning
- Allow cross-sectoral engagement and coordination

He also demonstrated the legal and political context of the strategy as well as the strategy formulation process. Another case study of using evidence to inform policy was the licensing of small milk vendors in Kenya. (See annex for detailed presentation).

Session 5: Existing opportunities for policy dialogue in Kenya

The presentation was delivered by Isaiah Okeyo. He dwelt on what is meant by policy and provided relevant examples from the Kenyan context. He emphasized that while law can compel or prohibit behaviors, policy merely guides actions toward those that are most likely to achieve a desired outcome. He also defined policy dialogue. He said it involves conversations between stakeholders with diverse interest to reach mutual consensus.

Some of the policy dialogue outputs include:

- Consensus statements
- Identifying evidence gaps
- Outlining priorities of reform

He identified the following opportunities for dialogue in the agriculture sector:

- Policy Development Process
- Development of national agricultural investment plans
- CAADP process
- Joint Sector Review (JSR)
- SAKSS Node

Session 6: Communication

The presentation was delivered by Anne Marie Nyamu. The presenter started by giving a brief overview of communication. She said good research must be communicated to the right people for it to have impact. She added that the most important questions to ask when communicating are:

- Who do you want to reach?
- Why do you want to reach them?
- How do you reach them?
- What are your main messages?

She emphasized that the critical steps to remember before you communicate include:

- Clarify your message
- Target your audience
- Strategize your approach
- Practise speaking (oral)/edit your writing
- Disseminate widely

The other parts of the presentation included how to write technical reports, tips on writing style, summarizing reports, how to write policy briefs, oral communication, and designing PowerPoint presentations. The parting shot from the presentation was that people remember 9% oral, 32% visual and 59% visual and oral and therefore anyone can learn effective communication. (See annex for detailed presentation).

Session 7: Action points

The session was facilitated by Joseph Karugia. The following actions were agreed upon:

- I) Second and Third Workshops – Dates agreed upon
 - a) Second Workshop: 7–9 May 2018
 - b) Third Workshop: July, week of 16th Monday–Wednesday

2) Priority Topics – for second and third workshops

a) ReSAKSS to:

- i) Compile workshop content/curriculum from list of suggested topics (identified by participants)
- ii) Prepare training materials
- iii) Organize capacity building workshops

b) Some participants to be trainers in areas/topics previously trained in

Our role is to carry out research that can inform policy.

3) Implementation of ToR – Post-docs

- a) Attend second and third training workshops
- b) Consult with mentors on a continuous basis
- c) Share relevant materials with others and with ReSAKSS for learning management; and make use of them
- d) Use online and mobile instructional materials – provide comments and review
- e) Contribute to the identification of relevant policy dialogue and dissemination forums and attend and make presentations.
- f) Prepare policy briefs and other knowledge products from completed research
- g) Prepare quarterly progress reports
- h) Contribute to the evaluation of the project in achieving the learning outcomes including completing evaluation surveys

4) Implementation of ToR – Resource Persons

- a) Preparation training materials
- b) Facilitate sessions during training workshops
- c) Contribute to development of online and mobile instructional materials
- d) Review policy briefs/products and other knowledge products
- e) Evaluate progress reports prepared by the post-docs
- f) Contribute to the identification of policy dialogue and dissemination forums and attend with the post-docs
- g) Mentor, coach and advise on a continuous basis
- h) Contribute to the evaluation of the project, including preparing quarterly progress reports

5) Facilitation by ILRI

- a) Agreements
- b) Coordinating development of the curriculum
- c) Coordinating development of the training materials
- d) Organizing the capacity building workshops
- e) Developing online and mobile content, and delivering it on appropriate learning management systems
- f) Providing overall coordination and management support
- g) Link to access workshop materials and other relevant documents:
<https://drive.google.com/drive/folders/1WViR8LibylwaNtMhgY43IkgLoX3aEzGg?usp=sharing>
- h) Each participant to provide a profile
 - i) About 200 words => informative brief about self
 - ii) Attach a recent passport photo

Annex I: Workshop Presentations and Reference Materials

All workshop presentations and other learning materials are uploaded here:

<https://drive.google.com/drive/folders/1WViR8LibylwaNtMhgY431kgLoX3aEzGg?usp=sharing>

Annex II: Workshop evaluation summary

I. Introduction

A three-day training workshop on *Research to Inform Agricultural and Food Security Policy and Practice in Kenya*, was held at ILRI, Nairobi, Kenya between 19 and 21 February 2018. To evaluate the training and solicit feedback, participants were asked to complete a four-page questionnaire to rate the various components and aspects of the workshop. The components rated were the workshop content, logistics and learning experience. Another section of the question dealt with how to improve future workshops and gather suggestions and topics for subsequent training workshops. Results of the analysis of responses on these aspects are presented in Sections 2 below. Workshop content is presented in Table I and Figure I while areas of improvement and general feedback are presented towards end of results sections.

2. Evaluation results

All the 11 workshop participants returned their evaluation forms translating to 100% feedback, which was an excellent response rate. Elements of the workshop content were rated on a scale ranging from 1, for poor, to 5, for excellent. Altogether, the lowest average rating was 3.9 (very good) whilst the highest average rating was 5 (excellent). Relevance of the workshop to the work of the participants was rated very highly by all the participants with an overall mean rate of 5, translating to excellent. This demonstrates a high appreciation of the role that the ILRI/AgriFose2130 policy training initiative can have in improving the work performance of the trainees.

Other aspects of the workshop had average rates of 4.5 or higher, i.e. between very good and excellent. Some aspects of the workshop though rated as good or very good are i) quality of presentation on performance of agriculture and food security sectors in Kenya, ii) quality of presentation on how to inform policy: a policy makers perspective, iii) quality of presentation on communication, iv) quality of presentation on digital literacies, v) adequacy of time for discussions, and vi) discussions were stimulating.

Eighty-two per cent of the participants rated that the workshop as excellent in terms of living up to their expectations, while the remaining eighteen per cent rated it as very good. This shows that the participants were highly satisfied with the workshop content which was very relevant to their work.

Table I and Figure I present the results of the evaluation of the workshop content.

Table 1: Workshop content

Workshop session and activity	Rating (n, %)					
	Excellent - 5	Very good - 4	Good - 3	Needs improvement - 2	No response	Average Rating
Clarity of workshop objectives	8 (72.7)	3 (27.3)	-	-	-	4.7
Quality of presentation on key concepts in agriculture and food security sector with a focus on policy	5 (45.5)	6 (54.5)	-	-	-	4.5
Quality of presentation on performance of agriculture and food security sectors in Kenya	5 (45.5)	5 (45.5)	1 (9.1)	-	-	4.4
Quality of presentation on agricultural policy making process in Kenya	6 (54.5)	5 (45.5)	-	-	-	4.5
Quality of presentation on role of evidence in policy making (case studies)	6 (54.5)	4 (36.4)	-	-	1 (9.1)	4.6
Quality of presentation on existing opportunities for policy dialogue in Kenya	6 (54.5)	4 (36.4)	1 (9.1)	-	-	4.5
Quality of presentation on how to inform policy: a policy makers perspective	3 (27.3)	5 (45.5)	2 (18.2)	1 (9.1)	-	3.9
Quality of presentation on communication	5 (45.5)	5 (45.5)	1 (9.1)	-	-	4.4
Quality of presentation on digital literacies	6 (54.5)	3 (27.3)	2 (18.2)	-	-	4.4
Adequacy of time for discussions	3 (27.3)	4 (36.4)	1 (9.1)	1 (9.1)	2 (18.2)	4
Discussions were stimulating	5 (45.5)	5 (45.5)	1 (9.1)	-	-	4.4
Workshop facilitation	8 (72.7)	3 (27.3)	-	-	-	4.7
Relevance of workshop to my work	11 (100)	-	-	-	-	5
Workshop lived up to my expectation	9 (81.8)	2 (18.2)	-	-	-	4.8
Overall workshop rating	6 (54.5)	5 (45.5)	-	-	-	4.5

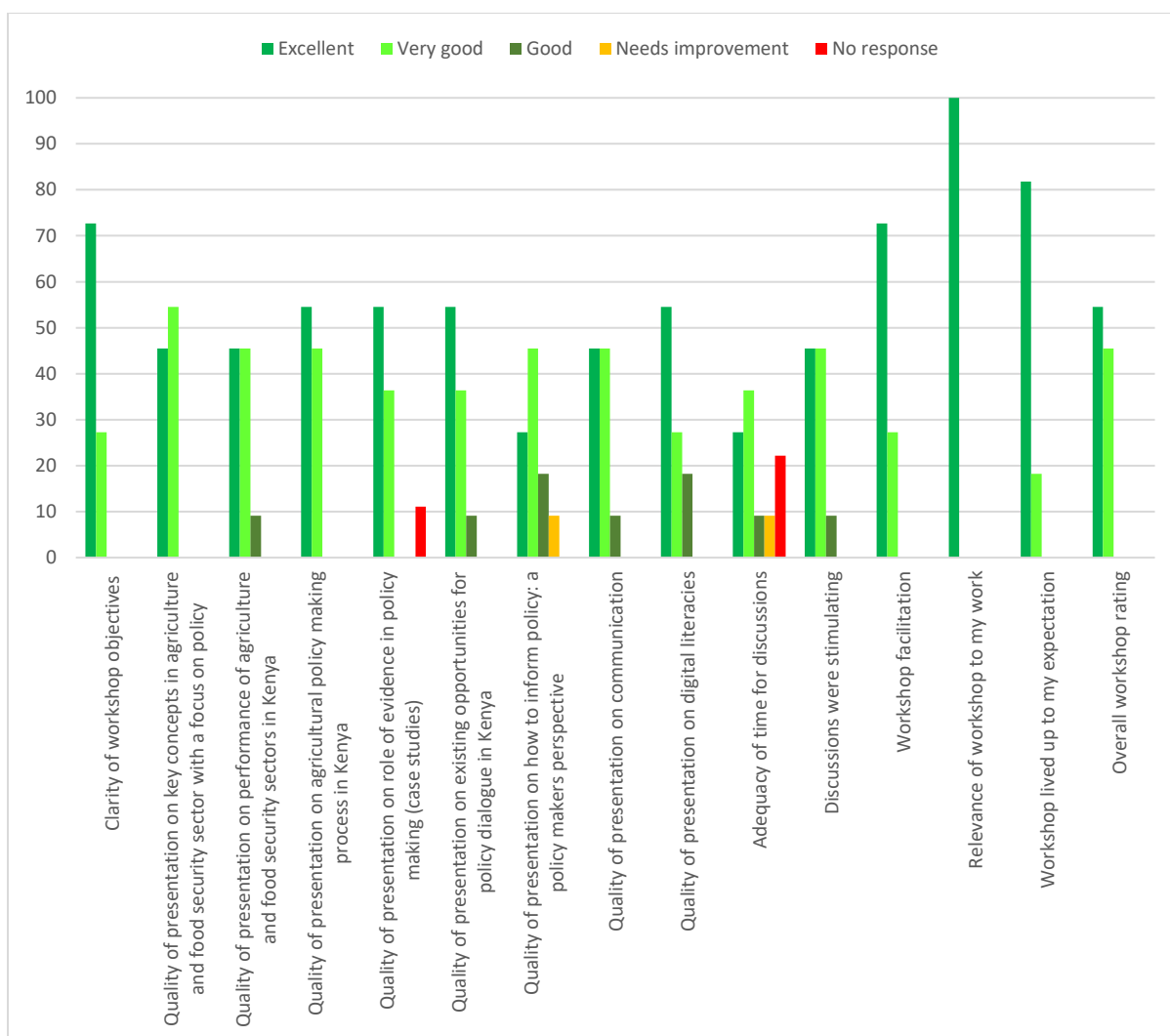


Figure 1. Percentage distribution of ratings for workshop content

Table 2 and Figure 2 below present the results of assessment of workshop logistics. Workshop room facilities and meals/catering services during the workshop tied at the highest rating with an average score of 4.5 with 45.5% and 54.5% of respondents rating them “excellent” and “very good”, respectively. Hotel accommodation got a rating of 4.6 which is higher than the two components mentioned above; however, it is worth noting that only five of the participants were accommodated in the hotel and therefore rated this aspect. Participants were also happy with the way workshop details (invitation letter, air travels and other logistics) were communicated. The average rating was of 4.4 but it was affected by the non-response by one of the participants.

Table 2: Logistics

Logistics	Rating (n, %)				
	Excellent	Very good	Good	No response	Average
Communication regarding workshop details – invitation letter, air travels and other logistics	6 (54.5)	4 (36.4)	-	1 (9.1)	4.4
Meals/catering services during the workshop	5 (45.5)	4 (36.4)	2 (18.2)	-	4.3
Workshop room facilities	5 (45.5)	6 (54.5)	-	-	4.5
Workshop venue services – internet and it	5 (45.5)	6 (54.5)	-	-	4.5
Hotel accommodation	3 (60.0)	2 (40.0)	-	-	4.6



Figure 2: Evaluating logistics

Besides evaluating the presentations and logistics, participants were further asked to evaluate their learning experience. as having significantly improved, moderately improved, not improved and unable to rate, while also providing feedback on five specific areas of coverage as outlined in Table 3 and 4 below. About 64% of the respondents felt that their knowledge and understanding on digital literacy and online resources moderately improved compared with before the workshop. A majority of 82% of the participants attested to have significantly improved their knowledge and understanding of the role of evidence in policy making, compared with before the workshop. Table 3 presents the results of the evaluation of the learning experience while Tables 4 and 5 present comments and recommendations on how the learning experience could be improved.

Table 3: Evaluating learning experience

How would you now rate your knowledge and understanding of	Rating (n, %)		
	Significantly improved	Moderately improved	Average
1. The key concepts in agriculture and food security sectors with a policy focus, compared with before the workshop?	7 (63.6)	4 (36.4)	3.6
2. Agricultural policy making process in Kenya, compared with before the workshop?	6 (54.5)	5 (45.5)	3.5
3. The role of evidence in policy making, compared with before the workshop?	9 (81.8)	2 (18.2)	3.8
4. Policy communication, compared with before the workshop?	6 (54.5)	5 (45.5)	3.5
5. Digital literacy and online resources, compared with before the workshop?	4 (36.4)	7 (63.6)	3.4

From their comments and recommendations, it was evident that the agricultural making process in Kenya remains a complicated process and the concepts were not clearly understood.

Table 4: Comments/recommendation on areas of improvement on specific presentations

i) The key concepts in agriculture and food security sectors with a policy focus, compared with before the workshop
<ul style="list-style-type: none"> I learnt the need for sensitivity/needs assessment. More understanding of the components of a policy would be necessary I will need more time with the mentor to fully implement the learned ideas Require further reflection Translating research results to policy messages
ii) Agricultural policy making process in Kenya, compared with before the workshop
<ul style="list-style-type: none"> Concepts still a bit blurred It is a complicated process. This should however change Still needs to learn more on existing opportunities for policy dialogue The slides were clearly presented, but the process can take a long period to pass to a policy at national level but the grass roots might be easier
iii) The role of evidence in policy making, compared with before the workshop
<ul style="list-style-type: none"> I have learnt the need of impeccable data This appears as my easiest part - "creating impeccable evidence"
iv) Policy communication, compared with before the workshop
<ul style="list-style-type: none"> Differentiating and communicating messages for different audiences unclear I have learnt how to communicate with non-researchers I will still need to practice to earn the skills
v) Digital literacy and online resources, compared with before the workshop
<ul style="list-style-type: none"> But I still need to practice more and the slide provided will form a basis of reference Hitherto was exposed to very few sources I need to practice more to make significant improvements

As feedback, the participants hailed the good job done by the facilitators, citing that the resource persons were knowledgeable and that the content of the presentations were excellent.

Table 5 below lists the suggestions made on improving future workshop, including recommended additional areas/topics for similar future training.

Table 5: Suggested ways to improve and additional areas to be covered in similar future training workshop

i) Suggest ways we can improve in training workshops
<ul style="list-style-type: none"> Analysis of an equal policy document relevant to agriculture More time was required for discussions Spent more time on digital literacy. Most of the content was new to me There is need to pick facilitators who can share their experience and not those that are self-centered

- a) Workshop presentations

 - Excellent/ Most were excellent/ OK/ They were satisfactory/ Well done and presented
 - The time allocated for discussions was not enough
- b) Workshop logistics

 - Excellent/ Very good/ Satisfactory/ Well done
 - This was good, however combining groups at hotel, often led to delays
- c) Workshop in general

 - Excellent/ Very good/ Good/ Satisfactory/ Well done
 - Educative and informative
 - Highly insightful and applicable
 - The workshop was excellent and I am looking forward to future workshops
 - Very informative. I believe the mentor-mentee program will improve our understanding and odds of impacting on society through policy

ii) Additional areas recommended for similar future training workshop

- Community entry and mobilization
- Editing and publishing
- Engagement with policy maker
- How to carry out research/design research for policy
- How to inform policy: a policy makers perspective
- Meta analysis and systematic reviews
- Negotiation skills and stakeholder mobilization
- Networking
- Policy analysis
- Policy analysis and gap identification
- Policy and data i.e. strengthening post-docs ability to collate and analyze data and to formulate effective policy
- Qualitative data analysis
- Role of politics in policy development
- Skills for scientific advocacy
- Theory of change and impact pathways
- Theory of change concept
- Train on how to synthesize secondary data and information into policy briefs
- Use of info-graphics in writing policy briefs

Conclusions

Overall the workshop was a success with good organisation, well planned and resourceful trainers. Despite the time limitations, the participants described it as well done, informative, and highly relevant to their work. In future, it would be necessary to consider the suggested improvements and additional areas of coverage to improve the overall learning experience and hence achievement of the goal of the capacity building initiative.

Annex III: List of participants

Training Workshop: Research to Inform Agricultural and Food Security Policy and Practice in Kenya						
List of Participants						
NO	Name	GENDER	ORGANISATION	Email	Telephone	County
1	Jane Mutune	Female	University of Nairobi	mutheumutune22@gmail.com	0714 986 104	Nairobi
2	Charles Recha	Male	Egerton University	charles.recha@egerton.ac.ke	0720 277 736	Nakuru
3	Esther Kanduma	Female	University of Nairobi	ekanduma@yahoo.co.uk	0722 674 542	Nairobi
4	Samuel Omondi	Male	University of Nairobi	onyisam316@yahoo.com ; samuel.omondi@keg.lu.se	0720 292 325	Nairobi
5	Dasel Kaindi	Male	University of Nairobi	mulwa.dasel@yahoo.com	0721 691 478	Nairobi
6	Eunice Githae	Female	Chuka University	egithaeh@gmail.com	0725 286 095	Nairobi
7	Geraldine Matolla	Female	University of Eldoret	gmatolla@yahoo.com	0724 951 440	Uasin Gishu
8	Stephen Mureithi	Male	University of Nairobi	stemureithi@uonbi.ac.ke ; stemureithi@yahoo.com	0720 401 486	Nairobi
9	Jaqueline kariithi	Male	Kenyatta University	jnkariithi@gmail.com	0726 355 500	Nairobi
10	Cecilia Onyango	Female	University of Nairobi	Cecelia.onyango@uonbi.ac.ke ; ceciliam.onyango@gmail.com	0715 606 563	Nairobi
11	Godwin Macharia	Male	KALRO	godkams@yahoo.com	0723 765 846	Nakuru
12	Jeremiah Okeyo	Male	EMBU University	okeyo.jeremiah@embuni.ac.ke ; jmokeyo@outlook.com	0721 706 888	Embu
13	Joseph Karugia	Male	ILRI	j.karugia@cgiar.org	0717 311 236	Nairobi
14	Magnus Jirstrom	Male	LUND University	magnus.jirstrom@keg.lu.se		Sweden
15	Mohammed Said	Male	Consultant	msaid362@gmail.com	0714 965922	Nairobi
16	Paul Guthiga	Male	ILRI	p.guthiga@cgiar.org	0725 587381	Nairobi
17	Phillip Sambati	Male	ILRI	Phil.Sambati@cgiar.org	020 422 3239	Nairobi
18	Romano Kiome	Male	ILRI	r.kiome@cgiar.org	020 422 3207	Nairobi
19	Stella Massawe	Female	ILRI	s.massawe@cgiar.org	0721 432351	Nairobi
20	Stephen Wambugu	Male	Chuka University	kairu.wambugu@gmail.com	0722 809246	Tharaka-Nithi
21	Steve Staal	Male	ILRI	s.staal@cgiar.org	020 422 3204	Nairobi
22	Willis Kosura	Male	University of Nairobi	willis.kosura@gmail.com	0722 702363	Nairobi

Annex IV: Workshop agenda



AgriFoSe2030

Agriculture for Food Security 2030
- Translating science into policy and practice



Training workshop: Research to inform agricultural and food security policy and practice in Kenya

Tentative agenda

DAY ONE – February 19

Time	Activity	Responsible
08:30 - 09:00	Registration	Rita Chuma
09:00 - 09:15	Opening Session: Welcome remarks Opening remarks Introductions	Steve Staal Magnus Jirström ALL
09:15 - 10:15	About ILRI/AgriFose Policy Capacity Development Initiative and workshop objectives Discussion	Joseph Karugia
10:15 - 10:45	HEALTH BREAK	
10:45 - 12:00	Key concepts in agriculture and food security sectors with a focus on policy – (Part I) Discussion	Paul Guthiga
12:00 - 13:00	Performance of Agriculture and Food Security Sectors in Kenya: Key Policy Issues Discussion	Stephen Wambugu
13:00 - 14:00	LUNCH	
14:00 - 15:30	Agricultural Policy Making Process in Kenya (Part I) Discussion	Willis Oluoch-Kosura
15:30 - 15:45	HEALTH BREAK	
15:45 - 17:00	The Role of Evidence in Policy Making with Case Studies (Part I) Discussion	Mohammed Said
17:30	NETWORKING COCKTAIL	

DAY TWO - February 20		
08:30 - 09:00	Recap of Day One	
09:00 - 10:00	Existing opportunities for policy dialogue in Kenya Discussion	John Maina
10:00 - 10:15	Group Discussions	Stella Massawe
10:15 - 10:45	HEALTH BREAK	
10:45 - 12:15	Group Discussions continued	Stella Massawe
12:15 - 13:00	Presentations from group discussions	Stella Massawe
13:00 - 14:00	LUNCH	
14:00 - 15:00	Presentations from group discussions - continued	Stella Massawe
15:00 - 16:00	How to inform policy: a policy makers perspective (Part I) Discussion	Romano Kiome
16:00 - 17:30	Mentor/Mentee meeting	ALL
DAY THREE - February 21		
08:30 - 09:00	Recap of Day Two	
09:00 - 10:00	Communication (Part I) Exercises	Anne Nyamu
10:00 - 10:30	HEALTH BREAK	
10:30 - 12:00	Communication (Part II) Exercises	Anne Nyamu
12:00 - 13:00	Digital Literacies- reading the web Discussion	Phillip Sambati
13:00 - 14:00	LUNCH	
14:00 - 15:30	Identifying priorities for 2 nd and 3 rd workshops	Stella/Joseph
15:30 - 16:00	HEALTH BREAK	
16:00 - 16:30	Closing	